



W B Goodwin Elementary

5501 Dorchester Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	630 Students	
Principal	Diane Ross	843-767-5911
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Good
2007	Below Average	Good
2006	Below Average	Below Average
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

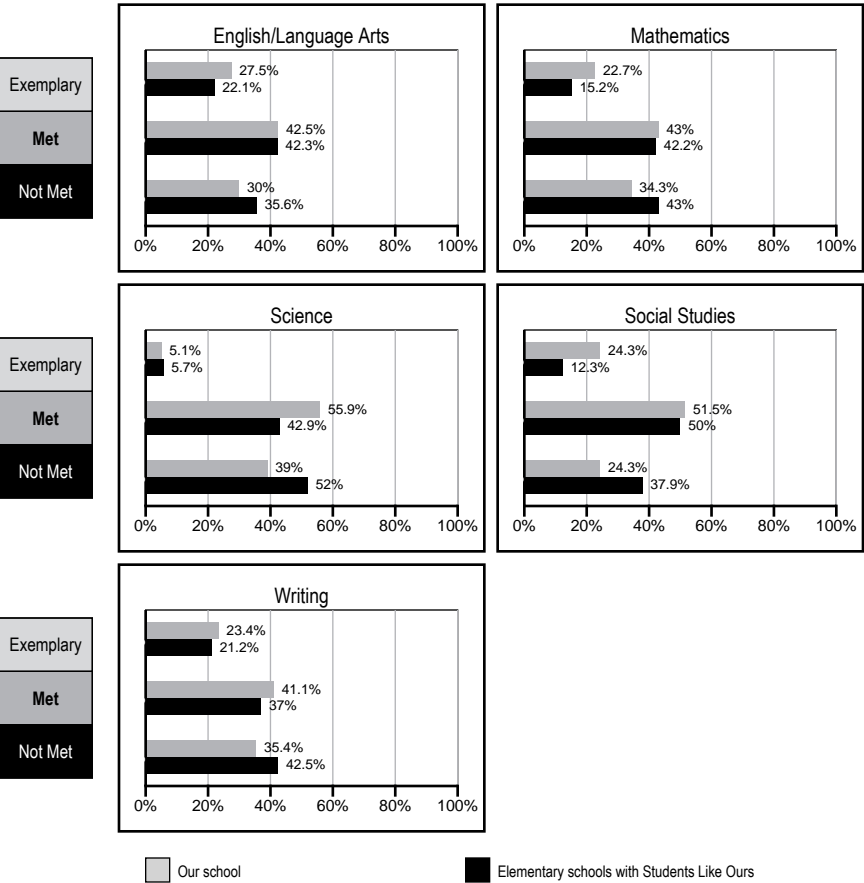
94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=630)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 2.1%	2.5%	1.9%
Attendance rate	96.6%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	1.6%	Down from 2.3%	3.3%	10.0%
With disabilities other than speech	3.5%	Down from 4.2%	7.5%	7.7%
Older than usual for grade	0.5%	Up from 0.0%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	49.1%	Up from 45.1%	57.1%	59.4%
Continuing contract teachers	52.8%	Up from 43.1%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.2%	Up from 74.5%	82.0%	85.9%
Teacher attendance rate	95.7%	Down from 96.0%	95.2%	95.1%
Average teacher salary*	\$41,648	Up 3.1%	\$45,725	\$47,149
Professional development days/teacher	14.0 days	Down from 14.8 days	10.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Up from 14.6 to 1	16.7 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 90.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,969	Down 4.9%	\$8,624	\$7,458
Percent of expenditures for instruction**	73.8%	Up from 73.4%	68.2%	68.8%
Percent of expenditures for teacher salaries**	69.0%	Up from 67.6%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The faculty and staff of W. B. Goodwin Elementary have defined specific educational goals as we continue our journey toward academic excellence. It is important for teachers, students and parents to know and understand each child's level of understanding and collectively develop plans to help every student make Adequate Yearly Progress (AYP). We are benchmarking student progress by analyzing various data periodically that include Measures of Academic Progress (MAP) for second through fifth graders, Dominie for kindergarten through third graders, Stanford 10 for first through third graders and the DIAL 3 for child development students. The administrators, teachers and students update goals after each assessment. Celebrations occur as the students meet their goals and new goals are then developed or in some cases revised. Teachers use the data in making instructional decisions so that they can continue to meet the needs of all students. Interventions are implemented and monitored to be sure we continue to serve our children appropriately.

The SC State Standards and the CCSD Coherent Curriculum are the blueprints for our instructional planning and delivery. We set challenging goals for our students because we believe that "high expectations result in exemplary performance". Grade level teachers meet with the principal and Instructional Resource Teacher on a weekly basis to discuss student progress.

This past year Goodwin Elementary was recognized by the South Carolina Department of Education as a Palmetto Silver Award school for excellent academic achievement. The emphasis placed on relationships with students and their families, rigor and relevance, and student responsibility has resulted in improved student achievement for students in all ethnic groups. We are excited that twenty percent of our student body is Hispanic and we now have an ESOL teacher on campus to support these students and their families. Everyone at Goodwin makes a commitment to all children so they know and feel success. We know that our students have great potential and we are committed to helping them reach that potential.

The principal has an open door policy to ensure a school climate that is friendly and inviting. It is essential to work together as we move forward to guarantee the success of all Goodwin Elementary students.

Diane Ross, Principal
Marzel Thomas, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	45	66	54
Percent satisfied with learning environment	88.4%	81.8%	88.9%
Percent satisfied with social and physical environment	95.6%	81.8%	86.5%
Percent satisfied with school-home relations	66.7%	83.3%	84.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

RP-DELAY

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	234	100	30.3	42.3	27.4	80.8	84.9	82.8	Yes	Yes
Gender										
Male	120	100	33	40.6	26.4	77.4	81.8	79.3	N/A	N/A
Female	114	100	27.5	44.1	28.4	84.3	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	19	100	18.8	31.3	50	93.8	95.8	89.5	I/S	I/S
African American	179	100	27.7	47.2	25.2	81.8	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	35	100	50	25	25	68.8	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	22	100	50	35	15	50	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	36	100	48.5	24.2	27.3	69.7	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	100	29.8	42.4	27.7	80.6	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	234	100	34.6	42.8	22.6	78.8	81	78.9	Yes	Yes
Gender										
Male	120	100	35.8	41.5	22.6	81.1	79.3	77	N/A	N/A
Female	114	100	33.3	44.1	22.5	76.5	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	19	100	18.8	43.8	37.5	87.5	94.6	87.2	I/S	I/S
African American	179	100	34	45.9	20.1	79.2	67.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	35	100	46.9	25	28.1	71.9	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	22	100	75	20	5	40	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	36	100	45.5	27.3	27.3	72.7	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	100	34	42.9	23	79.1	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	152	100	38.7	56.2	5.1	61.3	68.9	67.5
Gender								
Male	74	100	32.4	60.3	7.4	67.6	68.2	67
Female	78	100	44.9	52.2	2.9	55.1	69.6	68
Racial/Ethnic Group								
White	14	100	N/AV	N/AV	N/AV	81.8	90.4	79.5
African American	110	100	40.8	58.2	1	59.2	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	28	100	39.3	39.3	21.4	60.7	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	28	100	39.3	39.3	21.4	60.7	58.3	59.6
Socio-Economic Status								
Subsided meals	142	100	37.5	57	5.5	62.5	50.2	55.1

Social Studies

All Students	152	100	24.1	51.8	24.1	75.9	76.8	72.3
Gender								
Male	83	100	24.7	47.9	27.4	75.3	75.3	71.5
Female	69	100	23.4	56.3	20.3	76.6	78.4	73.2
Racial/Ethnic Group								
White	13	100	7.7	38.5	53.8	92.3	91.5	80.7
African American	114	100	26.5	53.9	19.6	73.5	62.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	24	100	23.8	52.4	23.8	76.2	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	17	100	75	12.5	12.5	25	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	25	100	22.7	50	27.3	77.3	71.6	67.9
Socio-Economic Status								
Subsided meals	139	100	25.2	51.2	23.6	74.8	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	236	100	35.4	41.1	23.4	64.6	74.1	70.2	96.6	96
Gender										
Male	122	100	38.9	41.7	19.4	61.1	67.8	63.2	96.7	95.9
Female	114	100	31.7	40.6	27.7	68.3	80.6	77.5	96.5	96.1
Racial/Ethnic Group										
White	19	100	31.3	37.5	31.3	68.8	90.4	79.1	94.6	95.9
African American	181	100	33.8	42.5	23.8	66.3	59.2	57.6	96.7	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	86.2	98.3	97
Hispanic	35	100	46.9	34.4	18.8	53.1	61.1	62.6	96.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	22	100	66.7	28.6	4.8	33.3	29.6	26.1	97	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	36	100	45.5	36.4	18.2	54.5	60.2	61.2	96.9	96.5
Socio-Economic Status										
Subsidized meals	211	100	35.6	39.9	24.5	64.4	59.1	58.9	96.6	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	95	100	26.8	30.5	42.7	73.2
	4	70	100	44.6	35.4	20	55.4
	5	69	100	19.7	65.6	14.8	80.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	95	100	31.7	36.6	31.7	68.3
	4	70	100	32.3	47.7	20	67.7
	5	69	100	41	45.9	13.1	59
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	35.7	54.8	9.5	64.3
	4	70	100	43.9	51.5	4.5	56.1
	5	34	100	N/AV	N/AV	N/AV	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	47	100	25	47.5	27.5	75
	4	70	100	24.6	53.8	21.5	75.4
	5	35	100	21.9	53.1	25	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	96	100	32.5	36.1	31.3	67.5
	4	70	100	37.5	46.9	15.6	62.5
	5	70	100	37.1	41.9	21	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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